



MODERN TECHNOLOGIES FOR EMPLOYABILITY SKILLS OF OFFICE MANAGEMENT AND TECHNOLOGY STUDENTS IN RIVERS STATE UNIVERSITIES

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Abstract

The study examined Modern Technologies for Employability Skills of Office Management and Technology Students in Rivers State Universities. Two (2) specific objectives, two research questions were posed and two corresponding null hypotheses were formulated and tested at 0.05 level of significance. Descriptive Survey research design was adopted for the study. The population of the study was 54 Office Management and Technology final year students in the 2020/2021 academic session and 22 Office Management Technology lecturers from Rivers State University and Ignatius Ajuru University of Education, a total population of 76. This total served as a sample size and was purposively studied. The instrument for data collection was a self-structured 29 items questionnaire on a 4-point rating scale titled: Modern Technologies and Employability Skills of Office Management and Technology student (MTESOMTS). The instrument was face and content validated by three experts: two in the field of Business Education and one in Measurement and Evaluation all in the Faculty of Education, Rivers State University. The reliability was computed using Cronbach Alpha formula which yielded a reliability coefficient of 0.87. The statistical tools used to answer the research question were the Mean and Standard Deviation while, t-test statistics was used to test the hypotheses at 0.05 level of significance. The study found out moderate extent of adequacy and utilization of modern technologies for teaching and learning by Office Management Technology Students for employability skill acquisition in Rivers State Universities. The researchers recommended amongst others that efforts of government and stakeholders in education should be intensified but findings revealed moderate adequacy of modern technologies for effective teaching and instructional delivery of Office management and technology courses in Rivers State Universities. The study also revealed adequate cognitive and practical or professional deliveries of lectures to Office management and

technology students in Rivers State Universities to help them acquire employability skills. This could enable students secure employment and sustain it.

Keywords: Modern Technology, Employability Skills, Office Management and Technology Students.



Introduction

The emergence of technological advancement and the migration from analog to digital resulted to an increase in the production and utilization of electronic gadgets, Computers, Information and Communication devices or high-tech equipments such as: high definition television sets, wireless electronic devices, electronic cameras and digital recording devices, unmanned vehicles and carriers (drones), virtual reality gadgets and artificial intelligence (AI) amongst other emerging technologies. The context of this study does not refer to building of rockets, space X, robotics and other sophisticated scientific exploration equipments, modern technology refers to the difference between dependency and independence of individuals or group of persons in a globalized environment of work. Similarly, the uses of modern or simplified technologies, equipments, gadgets or platforms are fast becoming an integral part of daily life. These technologies guaranteed safety, good health, happiness, satisfaction, efficiency and effectiveness of an individual, group or team working in an organization (Adebayo, 2019).

Office Management and Technology is an integral part of Business Education programme in Nigeria. The programme provides skills and competences to graduates of this programme. Umoru (2019) opined that students are educated or guided through carefully planned experiences that offer them the opportunity to master the knowledge, skills, competences and attitudes needed; not only to succeed in academics but also to have equal opportunity in life. Nevertheless, provision, availability and utilization of modern technologies noted for high speed, easy to use, efficient, fast connectivity for communications, receiving responses from people remotely and real time visuals among other usefulness. These empowered users to have control and unhindered access to global audience. Modern technologies also refers to innovations that could ensure that users receives faster, better, efficient, effective social changes built for specific functions and premised upon benefits such as: improved level of safety, choice of options or platforms, connectivity, data management, information sharing, smart office, real time virtual, entertainment, job satisfaction amongst many others. Therefore it is safe to infer that the future holds wonderful opportunities for students and graduates who are not technologically allergic and are willing to learn or use modern technologies; like smart phones, tablets, computers, automated office work space, consoles, electronic reclining equipments, artificial intelligence, 3D printers, office robotics amongst many others.

Hence, offices or work spaces were categorized based on the skills required and various fields of expertise in life. Examples are: educational, entrepreneurial, production or manufacturing, medical, construction or civil works, communications, transportation, energy, power amongst others. Amesi (2015) posited that innovation mean ‘a new way of doing something’. It may refer to incremental, radical, technological and revolutionary changes in thinking, product, processes or Business organizations. Thus, modern technologies paved way for distinction between invention, idea manifestation and successful application of innovativeness that could lead to efficiency, effectiveness of individuals, group or an organization. Meanwhile, employability is the ability to gain initial employment, maintain employment or obtain new employment (as the case may be). Thus, employability is having a set of skills, knowledge, training, understanding and personal attributes capable of getting and keeping a fulfilling work (Wiki, 2020). Duszynski (2021) viewed employability skills as a term for a set of highly desirable and transferable skills that turns an individual into an attractive candidate or employee. Employability skills remain paramount because the labour market is keenly competitive and employers are looking for graduate students who are flexible; that take initiative and have ability to understand diverse tasks in different environment of work. Employable graduates passed through a system in which they are exposed to problem-based learning approaches and hands-on trainings to acquire the following skills: Communication, problem solving, adaptability, collaboration, time management, organizational, use of technology, information sharing, interpersonal and leadership skills. Graduates who had developed these skills would be employable (Duszynski, 2021).



Similarly, employability skills could be seen as transferable skills needed by an individual to make him or her suitable and employable. The examples are those basic skills that employers expect every employee to possess alongside job specific technical skills. These skills also were said to be prerequisites for self-employment. These skills are developed during schooling years and further enhanced or improved upon when students graduated from the school. Employability skills are transferable skills that are not specific to a particular job or career path but such skill sets are useful across all employment sectors (Amaewhule, 2014). Employers are looking for skills beyond qualifications and experiences. Although, employers are willing to teach employees specific job skills required; such as how to operate particular machinery, use of computer packages that are very specific to the roles of such employees in the organization. Employers usually wanted to see that prospective employees already have other soft skills before being hired. Thus, getting a job is not a key employability skill; it is just an ability to apply and shine in a job interview. It is important to note also that strong curriculum vitae, good cover letter are not soft skills but they are skills required for employability sake. However, it is eminent for the researchers to state that employability depend on employees' knowledge or what he or she knows, ability to apply what you know or application of skills and attitude or approaches to issues at hand using organizational skills, flexibility, professionalism, use new technologies and commercial awareness amongst others. Umoru (2020) posited that the nature of work all over the world is in a state of perpetual change. This change demands a deliberate emphasis on Office Management and Technology students that could embrace technology as a means of equipping them with life-long skills that are continuously required to make changes in order to improve upon service delivery by Office Management and Technology graduates.

Employability skills are those skills acquired by students and also required by employers; knowledge, understanding and personal attitude needed by an individual employee to make him or her employable or gain employment (Amaewhule, 2014). Thus, employability skills like: communications skills such as verbal, non-verbal communication. listening, emotional intelligence, team work, negotiations, persuasion and influencing skills, conflict resolution and mediation skills, problem-solving, decision making, interpersonal, self-assessment and intrapersonal skills, self-motivation, creative thinking, willingness to learn or personal development and being resilient. All these could guarantee ability to look around and see what is needed, having the will power to deliver using abilities to organize, manage time, trust worthiness, intelligence and conscientiousness. These qualities endeared employees to keep deadlines and deliver without being chased around to do so. Meanwhile, individual abilities to use these skills can help employees contributes to the growth and development of an organization (McQuaid, 2020). McQuaid (2020) Also posited that "Open mind and willingness to embrace new ideas; is probably one of the most useful attributes that an employee can bring to any organization". Therefore, employability is the possession of qualities and competences required by an individual employee to meet the changing needs of employers, customers and thereby providing the platform for the realization of employee' aspirations and potentials at work place. Employability could also mean the development of skills and adaptable workforces in which all those capable of work are encouraged to develop skills, knowledge, technology and adaptability by creating utility, customers social, economic reality and true values to enable them to enter and remain in employment throughout their working years.

Office Management and Technology is a structured programme of study in higher institutions of learning in Nigeria domiciled in the Department of Business Education and Vocational Education, usually at Faculties of Education or Colleges of Education and Polytechnics (Wiki, 2021). The programme must be accredited for studies by the National University Commission (NUC), National Board for Colleges of Education (NBCE) and National Board for Technical Education (NBTE). These boards made office management and technology available in the Universities, Colleges of Education, the Polytechnics and even the commercial, craft and technical colleges. These institutions of learning were meant to train students to acquire skills and competences using knowledge-based innovativeness or modern technologies; which are not tentatively utilized but adequate and up dated



to create excitement, strategic positioning of skillful graduates to become Office managers, Executive Secretary, Administrative Assistants, Facility Managers, Front Desk Officers, Data Entry Specialists and Receptionists amongst many others (Adebayo, 2019).

Office Management and Technology students are expected to graduate from various Universities well equipped with basic skills to become gainfully employed, create employment, pursue further studies or become productive citizens meant to function in an organization to ensures the smooth running of day-to-day activities and also manages a team of administrative or support staff; through organizing meetings, data base management, company events, conferences, seminars, workshops (depending on the responsibilities or demand of the office or position which such employee occupied in an organization). Okiridu and Ngerebo (2010) opined that there seems to be a wrong usage or inappropriate name and designation in the Secretarial profession; where students and graduates of Office Management and Technology or professional secretaries demonstrated high level of ignorance of basic skills, knowledge of the profession and the machines used for service delivery.

Umoru (2019) posited that Curricula responses must be tailored to the needs of the society and businesses. Thus, Curriculum development, teaching and learning ought to be competence-based. While creative thinking remain the key to global competitiveness in the external environment that will enable development of employability skills by Office Management and Technology students in various universities. Therefore, flexible and contemporary teaching methods such as problem-based learning, online teaching and life-long learning ought to be the new trend in Office Management and Technology courses and Business Education generally. However, institutions of higher learning in Nigeria ought to act as a driving force for the development of employability skills by updating the curricula of studies to be in accordance with the changes in the modern environment or work place. Also proactively incorporate the latest trends or modern technologies into institutions for employability skills development of Office Management and Technology Students in various institutions of learning in Nigeria.

Universities in Nigeria today were said to be exposed to modern technologies as a result of globalization. However, there is low demand for professional Office Management and Technology graduates as a result of these challenges; many employment opportunities abound but majority of the graduates remained unemployed in spite of their certification and knowledge acquisition from various universities. There seems to be different challenges militating against the influence of modern technology on students' employability skills acquisition. Although, factors such as: favouritism, nepotism and ethnicity, gratification before and after employment, the use of unqualified employees or wrong candidates caused a mismatch in existing positions or employment may militate against graduates' employability. All these factors may lead to reduction in the chances of Office Management and Technology graduates' employment and subsequent professional practice in Nigeria.

Statement of the Problem

Business organizations in this millennium are fast becoming automated and many employment opportunities available for Office Management and Technology graduates requires efficiency and competences in the use of these modern technologies and machines. It was observed that Office Management and Technology Students are ignorant of basic skills, adequate training and competences required for the profession or the machines used. Meanwhile, notable among these challenges are: insufficient and inadequate provision of teaching and learning facilities, lack of modern technologies and machines required for effective skills acquisition and expected productivity of Office Management and Technology graduates to the economy and the nation at large. However, performances and abilities to perform affect the organization or institutional productivity and the economy at large. Hence, the need for this research work was premised upon inadequacy of modern technologies and employability skills of Office Management and Technology students in Rivers State Universities. Also Graduates' abilities, competences and failure to be suitable for the available employment opportunities, become the focus of the study.



Research Questions

The following research questions were posed to guide the study:

1. To what extent are modern technologies adequate for teaching and learning of Office Management and Technology Courses for employability skills in Rivers State Universities?
2. To what extent are lecturers' competent in the use of modern technologies for teaching Office Management and Technology Courses in Rivers State Universities for employability skills?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of Office Management and Technology Lecturers and Students on modern office technologies adequacy for teaching and learning Office Management and Technology courses for employability skills in Rivers State Universities.
2. There is no significant difference in the mean responses of Office Management and Technology Lecturers and Students on the competences of Office Management and Technology Lecturers in the use of modern technologies for teaching Office Management and Technology courses in Rivers State Universities.

Method

The descriptive research method was adopted for the study. The population of the study consists of 76 Lecturers and Students, made up of all Office Management and Technology Lecturers and students drawn from Rivers State Universities (Rivers State University, Port Harcourt -RSU and Ignatius Ajuru University of Education, Port Harcourt -IAUE). Thus, 7 Office Management and Technology (OMT) Lecturers from the Department of Business Education; domiciled in the Faculty of Education in Rivers State University, 15 Office and Information Management Lecturers (OIM) domiciled in the Faculty of Business Studies in Ignatius Ajuru University of Education. 19 (OMT) Students from RSU and 35 Office and Information Management students of 2020/2021 academic session respectively formed the population of the study. Purposive sampling technique was utilized for the study. Thus, a total of 76 respondents (these consist of 22 Lecturers and 54 students from Rivers State Universities) formed the sample size for the study. The instrument for data collection was a self-structured questionnaire titled: "Modern Technologies and Employability Skills of Office Management and Technology Students in Rivers State Universities (MTESOMTSRSU)". The research instrument consist of section A, B, C, D and E respectively. The instrument provided responses to the four research questions raised with 29 questionnaire items on a 4-point rating scale of Very: High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Moderate Extent (ME) = 2 points, Low Extent (LE) = 1 point used for item 1 – 19 and items 20 - 29 respectively.

The instrument was subjected to face and content validity by three experts (two experts in Business Education and one in Measurement and Evaluation) all in the Faculty of Education, Rivers State University. The validated instrument was subjected to Cronbach Alpha statistical test to determine the reliability of the instrument. The test yielded a coefficient of 0.87. The researchers personally administered the research instrument to all the respondents. The data collected were analyzed using Mean and Standard Deviation to answer the research questions. The four null hypotheses were tested using independent t-test statistics at 0.05 level of significance. The mean responses of respondents and the hypotheses tests were analyzed and presented in the respective tables in the result section of this study. Decision rule: Reject the null hypotheses where the t-calculated is greater than the t-critical or table value; while the null hypotheses were accepted where the t-calculated value is less than the t-critical or table value.

Table 1: Population Distribution



S/N	Institutions	Lecturers OMT/OIM	400 Level Students	Academic Session	Total
1.	Rivers State University	7	19	2020/2021	26
2.	Ignatius Ajuru University of Education	15	35	2020/2021	50
	Total	22	54		76

Source: Departmental Examination Offices, 2021

Results

Research Question 1: To what extent are modern technologies adequate for teaching and learning of Office Management Technology Courses for Employability Skills in Rivers State Universities?

Table 2: Mean and Standard Deviation on the Adequacy of Modern Technologies for Teaching and Learning of Office Management Courses for Employability Skills

S/N	Item	RSU X ₁ :N=26			IAUE X ₂ :N=50			RSU & IAUE COMBINED		
		\bar{x}	SD	RMKS	\bar{x}	SD	RMKS	\bar{x}	SD	RMKS
1.	Air-conditioned or well ventilated OMT computer laboratory	2.96	0.23	ME	3.09	0.32	VHE	3.03	0.28	HE
2.	Computer systems and accessories	3.04	0.25	VHE	3.10	0.33	VHE	3.07	0.29	HE
3.	Internet facilities for browsing	1.27	0.10	LE	1.41	0.08	LE	1.34	0.09	LE
4.	Personal computers or laptops	3.00	0.24	VHE	2.80	0.28	ME	2.90	0.26	ME
5.	e-library	3.15	0.27	VHE	2.80	0.28	ME	2.98	0.28	ME
6.	Demonstration stand or electronic boards	2.31	0.10	ME	2.30	0.21	LE	2.31	0.16	LE
7.	Keyboarding software for instructional delivery	2.38	0.12	ME	2.08	0.18	LE	2.23	0.21	LE
8.	Voice recording machines	1.85	0.01	LE	1.66	0.12	LE	1.76	0.07	LE
9.	Electronic typewriters	1.73	0.07	LE	2.00	0.17	LE	1.87	0.12	LE
10.	Shredding machines	2.50	0.14	ME	1.64	0.18	LE	2.07	0.16	LE
11.	Teleconferencing facilities	2.19	0.08	LE	1.82	0.14	LE	2.01	0.11	LE
12.	Computer chairs and tables	3.04	0.25	VHE	1.96	0.16	LE	2.50	0.21	ME
13.	Steel cabinets	1.77	0.04	LE	2.30	0.21	LE	2.04	0.13	LE
14.	Uninterrupted power supply as support for instructional delivery.	2.12	0.07	LE	1.76	0.13	LE	1.94	0.10	LE
15.	Standby power generating set as support for	1.88	0.06	LE	2.12	0.19	LE	2.00	0.13	LE



	instructional delivery.									
16.	Multimedia projectors	2.46	0.13	ME	1.90	0.15	LE	2.18	0.14	LE
17.	Scanners	2.85	0.21	ME	2.20	0.20	LE	2.53	0.21	ME
18.	Printers	2.96	0.23	ME	2.36	0.22	LE	2.66	0.23	ME
19.	Photocopying machines	3.12	0.27	VHE	1.78	0.14	LE	2.45	0.21	LE
	Grand Mean/SD	2.45	0.15		2.16	0.19		2.31	0.17	LE

Source: Survey Data, 2021

The data presented in Table 2 indicates the adequacy of modern technologies for teaching and learning of OTM courses for employability skills. Air condition or well ventilated OMT computer laboratories, computer system and accessories have very high extent of adequacy. Internet facilities on campus has no low adequacy (lecturers and students rely on personal smart phone connectivity or hotspot). Items number 6-11 indicated low extent of adequacy. While item number 12 indicates moderate extent of adequacy. However, items number 13-16 and 19 indicated low extent of adequacies while items number 17 and 18 indicated moderate extent of adequacy in Rivers State University and Ignatius Ajuru University of Education.

Research Question 2: To what extent are lecturers' competent in the use of modern technologies for teaching Office Management and Technology Courses in Rivers State Universities for employability skills?

Table 3: Mean and Standard Deviation on the Extent of Lecturers' Competences in the Use of Modern Technologies for Effective Teaching Office Management and Technology Courses

S/N	Item	RSU X ₁ :N=26			IAUE X ₂ :N=50			RSU & IAUE COMBINED		
		\bar{x}	SD	RMKS	\bar{x}	SD	RMKS	\bar{x}	SD	RMKS
20.	Possession of good communication skills.	3.31	0.48	VHE	2.57	0.31	ME	2.94	0.40	ME
21.	Possession of good keyboarding skills.	3.35	0.49	VHE	2.80	0.34	ME	3.08	0.42	HE
22.	Proficiency in the use of computer software packages for training-the-trainers.	1.77	0.18	LE	1.96	0.22	LE	1.87	0.20	LE
23.	Attendance of institution sponsored trainings, conferences, seminars, workshops on use of modern technologies in OMT curriculum contents.	2.12	0.25	ME	1.96	0.22	LE	2.04	0.24	LE
24.	Attendance of self-sponsored conferences, seminars and workshops on use of modern technologies in OMT content deliveries.	2.12	0.25	ME	1.82	0.20	LE	1.97	0.23	LE



25.	Ability to acquire any additional or advance professional training on OMT programme deliveries.	1.73	0.17	LE	1.70	0.18	LE	1.72	0.18	LE
26.	Proficiency in the use and operations of modern technology for instructional delivery.	2.96	0.42	ME	2.20	0.26	ME	2.58	0.34	ME
27.	Lecturers are competent in the use of self-developed instructional software packages online.	1.81	0.19	LE	1.78	0.19	LE	1.80	0.19	LE
28.	Lecturers have good knowledge of web and graphic designs.	1.81	0.19	LE	1.80	0.20	LE	1.81	0.20	LE
29.	Lecturers require regular training and retraining.	1.81	0.19	LE	1.72	0.18	LE	1.77	0.19	LE
Grand Mean/SD		2.28	0.28		2.03	0.23		2.16	0.26	LE

Source: *Survey Data, 2021*

The data presented in Table 3 indicates the extent of lecturers' competencies in use of modern technologies for effective teaching of OTM courses. Lecturers were seen to communicate moderately with high extent of keyboarding skills. While item number 21 indicated the high extent of lecturers' competencies. However, items number 22-25, 27-29 indicated low extent but item number 26 was seen as moderate extent of lecturers' proficiency in the use and operation of modern technology for instructional delivery of OTM courses.

Hypothesis 1: There is no significant difference in the mean responses of Office Management and Technology Lecturers and Students on how adequate is the modern technologies for teaching and learning of Office Management and Technology Courses for Employability skills in Rivers State Universities.



Table 4: Results of t-test Statistics of Significance on the Adequacy of Modern Technologies for Teaching and Learning of Office Management and Technology Courses for Employability Skills in Rivers State Universities

Institution	N	\bar{x}	SD	DF	SE	Level of Sig.	t-cal	t-crit	Decision
Rivers State University	26	2.45	0.15	74	0.04	0.05	0.10	1.98	Accepted
Ignatius Ajuru University of Education	50	2.16	0.19						

Source: Survey Data, 2021

The analysis in hypothesis one revealed the t-test of difference between lecturers and students on the adequacy of instructional facilities utilized for effective teaching and learning of Office Management and Technology students' employability skills in Rivers State Universities. The calculated value of 0.10 is less than T-table value of 1.98, degree of freedom 74, and 0.05 level of significance. The Null hypothesis was accepted. This means that there is no significant difference in the mean responses of lecturers and students on adequacy of instructional facilities utilized by lecturers for effective teaching of employability skills in Rivers State Universities.

Hypothesis 2: There is no significant difference in the mean responses of Office Management and Technology Lecturers and Students on how competent are the Lecturers in the use of modern technologies for teaching Office Management and Technology Courses in Rivers State Universities.

Table 5: Results of t-test Statistics of Significance on how Competent Lecturers are in the Use of Modern Technologies for Teaching Office Management and Technology Courses in Rivers State Universities

Institution	N	\bar{x}	SD	DF	SE	Level of Sig.	t-cal	t-crit	Decision
Rivers State University	26	2.28	0.28	74	0.02	0.05	0.11	1.98	Accepted
Ignatius Ajuru University of Education	50	2.03	0.23						

Source: Survey Data, 2021

The analysis in hypothesis two revealed t-test of difference between Office Management and Technology Lecturers and Students on how competent the lecturers are in teaching students using modern technology driven content delivery of instructions in Rivers State University. The t-calculated of 0.11 is less than t-critical or table value of 1.98, degree of freedom is 74 and 0.05 level of significance. The null hypothesis was accepted. This means that there is no significant difference in the mean responses of Office Management and Technology Lecturers and Students on how competent were the lecturers in teaching the students; using modern technology driven contents delivery of instructions for employability skills in Rivers State Universities.

Discussion of Findings

Findings from research question one indicates that the respondents considered well air-conditioned or ventilated computer laboratory, computer systems and accessories, internet facilities, e-library, electronic board, dictating machines, electric typewriters, teleconferencing facilities, keyboarding software for instructional delivery, multimedia projectors, uninterrupted power supply and other hardware or machines as adequate instructional facilities to be utilized for effective teaching and learning of Office management and technology courses in Rivers State Universities. This finding is in agreement with the views of Iwuoha and Ebenezer-Nwokeji (2018) both opined that innovative items



are required for teaching and learning of office management and technology courses in Tertiary institutions. They added that computer laboratories and workshops ought to be equipped with all necessary technologies and office machines that could enable office management and technology students upgrade themselves on the use of modern technologies and office innovations. Agreeing with Iwuoha and Ebenezer-Nwokeji, Nnaji and Okoro (2019) posited that office management and technology students were adequate in acquisition of practical skills but deficient in information communication technology and modern technologies application skills.

In agreement with Iwuoha, Ebenezer-Nwokeji, Nnaji, Okoro, Ejeka and Ebenezer-Nwokeji (2019) supported that adequate exposure of students to modern technologies guaranteed ability to: easily create, share and maintain data and files electronically. This could also enhance effective time management for decision making in an organization where such office management and technology students may be required. The researcher in agreement with Iwuoha, Ebenezer-Nwokeji; Nnaji, Okoro and Ejeka deduced that office management and technology students who were taught with modern technologies to acquire employability skills are in high demand and also considered valuable human assets to any organization or company because employability skills are those basic skills set necessary for getting, keeping and doing well on the job.

The result of the hypothesis one proved that there is no significant difference in the mean responses of Lecturers and students on adequacy of instructional facilities and its utilization for effective teaching employability skills by office management and technology lecturers in Rivers State Universities. Although, the students responded that they acquired basic academic and personal literacy skills for advancement but the hypothesis tested proved not significant. This means that the level of employability skills acquisition by office technology students in Rivers State Universities is not adequate. Thus, efforts ought to be intensified on the provision of adequate modern technology facilities for effective instructional delivery. Because employers in today's work place are looking for employees that is reliable, effective and efficient in the use of modern technologies to solve problems and deliver results on time.

Findings from research question two proved that respondents considered possession of good communications skills, keyboarding skills, proficiency in computer applications for teaching sponsored trainings, seminars and workshops on the use of modern technologies in office management and technology curriculum content delivery, lecturers good knowledge of web and graphics competency in the use of instructional softwares were not adequate in this finding.

In agreement with the views of Adeleye and Orheruata (2019) who revealed that some office management and technology lecturers possessed inadequate competencies and skills coupled with obsolete teaching facilities and poor funding of office management and technology programmes. Aninye-Ramor (2019) differ in opinion and revealed that office management and technology graduate employees in some establishments were seen to be adequate in terms of managerial functions or skills in information communication technology (ICT) skills were seen to be impressive as their performance on the job indicated. However, Azih and Ama (2019) also differ from the views of Adeleye, Orheruata and Aninye-Ramor in their assessment of competencies required in modern office; as a result of advancement in technology. Thus, office employees required higher level of competencies; such as adaptive thinking, problem-solving, collaborations, competency, experiences and the use of modern technologies due to technological advancements and new normal in business organizations globally.

In agreement with the views of Aninye-Ramor, Azih and Ama, Fadare (2018) stated that any failure of office management and technology students and graduates to become office managers, administrators, assistants, or facilities managers is disheartening and embarrassing to observe and it is still not yet realized in today's work place. Premised upon this statement, Adeleye and Orheruata agreed that the efforts to improve training of office automations in many government offices have not been successful. Thus, a wide gap exists between present knowledge acquired and the knowledge required of office management and technology students to researcher viewed that office management and technology lecturers are competent in the use of modern technologies for instructional deliveries



of office management and technology courses; students 'learning will be enhanced and they will perform better on the job rather than blaming others when things go wrong; because of their ability to acquire basic employability skills.

The results on hypothesis two tested indicates that there is no significant difference in the mean responses of office management and technology lecturers and students on how competent were the lecturers in teaching; using modern technology driven content delivery of instructions in Rivers State Universities. A random examination of office management and technology students in Rivers State Universities revealed that lecturers need to dedicate their time to re-training efforts to enable them impart knowledge and employability skills that students required to secure a job. Thus, adequate cognitive and practical or professional deliveries of lectures to students could provide solutions to poor job performances and failure to secure employment by office management and technology students after graduation from the Universities.

Conclusion

Based on the findings of this study, the researcher established that modern technologies and employability skills development among office management and technology students is important. The use of modern technologies with the guidance of lecturers can help students acquire employability skills required by employers in work places. Modern technologies adequacy and utilization by office management and technology lecturers in Rivers State Universities has gone below expectations of modern work places or employers.

Conclusively, the study shows that office management and technology students in Rivers State Universities acquire basic cognitive and affective qualities and skills to an extent but these skills acquired cannot be effectively utilized or translated to becoming abilities to secure employment and keep it. This is the premise upon which modern technologies and office management and technology lecturers are indispensable and desirable for teaching employability skills effectively and also to prepare office management and technology students for any possible employment opportunities in the work place.

Recommendations

Based on the findings and conclusion of this study, the researchers recommended the following:

1. Efforts of government and stakeholders in education should be intensified on the provision of adequate modern technologies for effective teaching or instructional delivery of office management and technology courses in Rivers State Universities.
2. Adequate cognitive and practical or professional deliveries of lectures to office management and technology students in Rivers State Universities to help them acquire employability skills. This could enable students secure employment and sustain it.

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